



LEADERSHIP COMPETENCIES OF SCHOOL HEADS: BASIS FOR CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM FOR SCHOOL LEADERS

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ABSTRACT

This study aim to determine the competency level of school heads based on the Philippine Professional Standards for School Heads (PPSSH). This study employed the non-experimental descriptive survey research design in investigating the research problem. It is descriptive because the data are presented in quantitative descriptions on the "Virtual classroom Modality and the Instructional Resiliency of Teachers . According to Good (2020), this method of research shows merely description of tasks presenting the conditions regarding the nature of the group of persons or class of events that involved procedure of analysis, classification, and measurement. It involves varied information regarding the current or present condition (Deauna, 2020). The following are the results, analysis, interpretation and recommendation of the survey conducted. The respondents in this study are the 31 school heads in the research locale. The tool used was the Philippine Professional Standards for School Heads where the respondents made self-appraisal on its indicators. The respondents answered the checklist based on the indicators of the PPSSH transformed into a questionnaire. This study makes use of the universal sampling procedure considering the manageable number of school heads in Matanao districts. This study revealed that majority of the school heads are in career stage one, while one third of the of the school heads are in career stages two and three. In career stage four only very few of the school heads have achieved career stage 4.

KEYWORDS: *Leadership Competencies; Professional Development*

INTRODUCTION

Leadership is an elusive ideological capability that must be imbibed by humanity. This gives great responsibility to provide high standard quality of life, determining social function, making firm and efficient decisions. Leadership is the manager's capacity to inspire subordinates to work with confidence and zeal. It is defined as the capacity to influence a group toward the accomplishment of a goal. Leaders have the responsibility of developing future visions and motivating organizational members to work toward achieving those visions. It means that there is a cycling process of leading among societal stakeholders that are significantly needed as part of the community. One must have the capability to look beyond daily happenings and visualize a brighter future to be an effective leader.

Moreover, successful leaders work closely with those they lead, and through this collaboration, they can influence others to pursue common goals and achievements to have quality institutional objectives. Influential leaders are successful at convincing others to follow and pursue a shared mission and vision by establishing trustworthy relationships. In line with this, according to DepEd Order No. 42, s. 2007 entitled, "The Revised Guideline on Selection, Promotion, and Designation of School Heads" stipulated that a school head is the one who is responsible for the administrative and instructional supervision of the school or cluster of schools. Indeed, school heads are considered key leaders responsible for organizing objectives and planning projects in line with the needs and stability of their institutions. Thus, the success of schools depends on the leadership style to be used by the school heads. On the other hand, the duties and responsibilities of the school heads became complicated and challenging due to a pandemic scenario happening in the Philippines. This gives a wide range of impacts in the educational framework. Many guidelines and protocols need to be considered for the safety of the learners, school personnel, and other stakeholders.



In lieu of this, school heads become bombarded and strange to the current educational scenarios. They are challenged to face the educational phenomenon because they know this will influence their organizational trust and strategic style as leaders. Organizational Trust is about the positive expectations of individuals about the intended behaviors of multiple organizational members based on the organizational roles and interdependencies (Winter, 2020). Due to new normal educational trends, school heads must assign people within the organization who will be trusted to do specific tasks excellently.

In the Division of Davao Del Sur, particularly in Matanao Districts there is a need to assess the competencies of the school heads in order to determine their learning needs and the appropriate Learning and Development program will be designed. To develop competencies of school heads in managing schools and to capacitate them in administration and supervision there is a need to design and implement a data-based Learning and Development Program. Hence, this study.

This study sought to determine the competency level of school heads based on the Philippine Professional Standards for School Heads (PPSSH). Specifically, it seeks to determine the answers of the following sub problems:

1. What is the competency level of the school heads on the following domains?
 - 1.1 School Leadership,
 - 1.2 Instructional Leadership,
 - 1.3 Creating Student Centered Learning Climate,
 - 1.4 HR Management & Professional Development,
 - 1.5 Parent Involvement and Community Partnership,
 - 1.6 School Management and Operations and
 - 1.7 Personal & Professional Attributes & Interpersonal Effectiveness?
2. Based on the findings of the study, what professional development program for school heads can be designed and proposed?

METHODOLOGY

Research Design

This study employed the non-experimental descriptive survey research design in investigating the research problem. It was descriptive because the data are presented in quantitative descriptions on the “Virtual classroom Modality and the Instructional Resiliency of Teachers . According to Good (2020), this method of research shows merely description of tasks presenting the conditions regarding the nature of the group of persons or class of events that involved procedure of analysis, classification, and measurement. It involves varied information regarding the current or present condition (Deauna, 2020).

Research Respondents

The following are the results, analysis, interpretation and recommendation of the survey conducted.

This study will be conducted in the elementary and secondary schools in Matanao districts. The respondents in this study are the 31 school heads in the research locale. The tool used was the Philippine Professional Standards for School Heads where the respondents made self-appraisal on its indicators. The respondents answered the checklist based on the indicators of the PPSSH transformed into a questionnaire. This study made use of the universal sampling procedure considering the manageable number of school heads in Matanao districts.

Distribution of Respondents

Schools	No. of School heads
Matanao National High School	1
Bangkal National High School	1
Manga High School Extension	1
Manga Central Elementary School	1
Tamlangon Elementary School	1
Kapoc Elementary School	1
Cabasagan Elementary School	1
Bangkal Elementary School	1
Asbang Elementary School	1



Colonsabac Elementary School	1
Savoy Elementary School	1
Asinan Elementary School	1
Buri Elementary School	1
Kauswagan Elementary School	1
Tibongbong Elementary School	1
Glot Towak Elementary School	1
La Swerte Elementary School	1
Dongan Pekong Elementary School	1
Saub Elementary School	1
New Murcia elementary school	1
Langaan Elementary School	1
Sulatorio Elementary School	1
Marcelo H. del Pilar Elementary School	1
TFS of Datalfitak Elementary School	1
Marciano Apiang Elementary School	1
Matanao Central Elementary School	1
Katipunan National High School	1
Katipunan Elementary School	1
Sinawilan National High School	1
Sinawilan Elementary School	1
Buas Elementary School	1
Total	31

Research Instrument

This study utilized the researcher developed questionnaire which items and indicators are focused on the competencies stipulated in the Philippine Professional Standards for School Heads (PPSSH). The respondents gave their responses on the items in the checklist. Since the questionnaire is standardized, the checklist need not undergo pilot testing to measure its validity and reliability.

To determine the level of competency of school heads, the following continuum was used.

Level	Criteria
Career stage 1	Career Stage 1 School Heads (aspiring school heads) have acquired the prerequisite qualifications for the school head position.
Career Stage 2	School Heads apply the required knowledge and understanding of the authority, responsibility and accountability expected of school heads as described in the Philippine Professional Standards for School Heads.
Career Stage 3	School Heads consistently display an in-depth knowledge and understanding of the authority, responsibility and accountability expected of school heads as described in the Philippine Professional Standards for School Heads.
Career Stage 4	School Heads consistently exhibit mastery in their application of the authority, responsibility, and accountability expected of them as described in the Philippine Professional Standards for School Heads.

Data Gathering

At the outset of data gathering procedure, the researcher drafted a letter signed by the Dean of the Graduate School, Dr. Pablo F Busquit sought for permission that this research study be conducted and will be sent to Dr.



Nelson B Lopez, CESO VI, the Schools Division Superintendent in the division of Davao Del Sur and to the School Principals of Matanao districts both secondary and elementary schools.

While letters seeking for permission were delivered to the DepED Schools Division Superintendent and principal concerned, the researcher constructed a questionnaire and have it validated by the experts preferably the experts of the study.

After permission has been granted that this study be conducted in the elementary schools of Matanao districts and after the research questionnaire has been thoroughly examined by the expert validators, the researcher launched the questionnaire to the respondent. Responses of the respondents submitted to the statistician for statistical computation after the researcher made analysis and interpretation on the data gathered.

Data Analysis

The following statistical tools will be used in the analysis and interpretation the responses in this study.

Mean will be used to describe the level of competency of the school heads in the domains in the Philippine Professional Standards for Teachers.

RESULTS AND DISCUSSION

This chapter displays the summary of the findings, conclusions and recommendations drawn out by the researcher after the analysis and interpretation of the findings had been made.

This study sought to determine the competency level of school heads based on the domains in the Philippine Professional standards for School Heads. This study employed the non-experimental descriptive survey research design in investigating the research problem. It is descriptive because the data are presented in quantitative descriptions on the “Competency Assessment of School Heads: Basis for Professional Development Program for Community Leaders. According to Good (2020), this method of research shows merely description of tasks presenting the conditions regarding the nature of the group of persons or class of events that involved procedure of analysis, classification, and measurement. It involves varied information regarding the current or present condition (Deauna, 2020).

This study will be conducted in the elementary and secondary schools in Matanao districts. The respondents in this study are the 31 school heads in the research locale. The tool used was the Philippine Professional Standards for School Heads where the respondents made self-appraisal on its indicators. The respondents answered the checklist based on the indicators of the PSSH transformed into a questionnaire. This study makes use of the universal sampling procedure considering the manageable number of school heads Matanao districts. This study revealed that majority of the school heads are n career stage one while one third of the of the school heads are in career stages two and three. In career stage four only very few of the school heads have achieved career stage 4.

Conclusions

Based on the collective findings on this study, the following conclusions are drawn: Fifty percent of the school heads are in career stage 1. Moreover, 40 percent of the school heads are in career stages two and three and final only 10 percent of the school heads are n career stage four.

Recommendations

In the light of the findings drawn out by the researcher in this study, the following recommendations are offered: Based on the findings and conclusions derived from the data gathered, the researcher offers the following recommendations:

There is an excellent necessity for school heads to adapt new normal leadership competencies by making proper discernment in decision-making and implementing actions providing significant contributions to the development of the organizational trust of the teachers in these trying times called New Normal.

Although school heads display an outstanding level of new normal leadership competencies, they still need to commit themselves towards improving decision-making styles, which are fairly observed. Organizational trust is



observed by their teachers by equipping themselves with enough knowledge on policies and guidelines and considering teachers' welfare, morale, and satisfaction in making relevant decisions.

School heads may reflect on their leadership practices and assess how they can influence their decision-making styles and organizational trust. This can assist them in developing their leadership skills and encourage teachers' and other stakeholders' active participation in school programs and projects to foster more harmonious parent-teacher-school head relationships.

School heads mentoring may be intensified to expose them to best leadership practices through benchmarking and participating in existing leadership program like School Heads Development Program-Foundational Course and Training Program on School Leadership and Management (TPSLM) conducted by the National Educators' Academy of the Philippines (NEAP) that they can apply in their respective schools. School heads will be guided about leading the organization and directing people towards a common goal.

Training programs may be designed to further improve school heads' capabilities in handling administrative responsibilities. Additionally, a series of leadership development training may be provided to those already working as administrators to develop themselves and their leadership abilities continuously. These programs must be designed to equip school leaders with comprehensive knowledge and a deeper understanding of leading and managing effective schools under the new normal system. As a result, all school leaders and heads of schools should be required to attend various webinars and online workshops on leadership and management prior to taking on the role of school principal.

For future researchers, it is strongly recommended that a relative study on the application of performance approach will be conducted exploring another dimension in the curriculum that will emerge as academic problem to be resolved.

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